DOCUMENT RESUME

ED 174 566 **SP 013 900**

TITLE	A Decision-Making Model for Teaching the Handicapped (Module 8--"Tips for Teachers"). Description of Teacher Inservice Education Materials.
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ABSTRACT

The described inservice teacher education learning module is designed for the use of elementary school teachers who wish to build their skills in using diagnostic assessment techniques to evaluate the instructional needs of exceptional children. The contents of the module are outlined, and activities and resources involved in its use are described. Ordering information for materials and a critique of the module are included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: A DECISION-MAKING MODEL FOR TEACHING THE HANDICAPPED (Module 8 - Tips for Teachers)

Publication Date(s): 1974

Intended Users: Preservice and inservice education teachers, regular elementary school teachers, teachers with mainstreamed pupils, and all those interested in using a decision-making model as a guide for planning instruction

Grade Level(s): K-6

Number: Large group workshop/small group/individual

Primary Focus: The intent of the series is to increase the classroom teacher's skill in using diagnostic assessment techniques when evaluating the instructional (as opposed to medical) needs of exceptional children so that achievement-related prescriptions may be individually applied.

School subject(s) and/or inservice topic(s) covered:

The inservice topics treated are increased skills in diagnosis and prescription, relating to the instructional needs of special children, and techniques of systematically planning and using a decision-making model for the special education classroom.

What participant does in using the materials:

The participant listens to the tape, views the filmstrip, reads the material in the response book, does exercises, including those relating to a specific case study, and completes homework assignments. The participant may work with a child or with children in a classroom situation.

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Resources:

The product components include:
- Instructor's Manual
- Four response books
- A cassette tape
- A filmstrip

For implementation of the product a filmstrip projector and tape player will be needed. An additional response book will be needed for each additional participant. Group use will require an instructor/trainer.

Describer critique:

The word "handicapped" in the title of this module may be a deceptively broad term, since, at least in this module, the focus is upon learning disabilities only. The product, however, is well organized, easy to use, and clearly written.

SE 11

diagnosis/prescriptive learning
competency-based education

TD

SP 013 900

1.0 PURPOSES:

As a rationale for this module, the developer states the belief that:

"...teachers should be engaged in the assessment, administration, interpretation, treatment, and evaluation of the diagnostic-teaching process....The teacher should be constantly modifying his/her program based upon new information, and every lesson can be part of the assessment procedure. The teacher should be able to field problems and should be able to assess the methods and materials used in the educational intervention. We believe this is a radical departure from the traditional diagnostic-treatment procedures in that it gives the teacher a central role in the decision-making process...

"If teachers are to be pivotal in the decision-making process, it is imperative that pre-service training programs in special education place a primary emphasis on developing competencies in this area....In inservice teaching situations, these modules have been used to focus teachers' attention on new and alternative techniques in special education and to stimulate innovative approaches."

The general objective of this module is stated in the following: "Upon completion of the module and the accompanying exercises, the teacher trainee shall be able to use a decision-making model as a guide for planning instruction."

Specific performance objectives are stated by the developer as follows:

"1. identify types of data that are relevant,
2. critically evaluate this data via some external criteria,
3. establish hypotheses based on available data,
4. identify areas where more data is needed,
5. plan means of implementing instructional needs
6. analyze and synthesize data,
7. plan alternative strategies for instruction,
8. modify instruction if necessary, and
9. evaluate effectiveness of instruction."

2.0 CONTENT — Scope and Sequencing of Topics:

Tips for Teachers - A Decision-Making Model for Teaching the Handicapped

Instructor's Manual - 72 pages

Contents:

1. About the series - Target population and titles. Development of the Modules. Use of the series in preservice teacher training. Use of the series in in-service teacher taining. (7 pages)
2. About this module - General objectives. Specific objectives. Rationale. General description of the modules. Suggestions for use of this module. Model answers to homework assignments. (21 pages)
3. Filmstrip visuals and audiotape script (43 pages)
4. References

Tips for Teachers - A Decision-Making Model for Teaching the Handicapped

Response Book - 93 pages

Contents:

Objectives	1 page
Decision-Making Model	5 pp.
Pat Anderson's Data on John	5 pp.
Pat Anderson's Rating Sheets	2 pp.
Homework Assignment	3 pp.
Section A	29 pp.
Section B	12 pp.
Glossary	2 pp.
Bibliography	2 pp.
A Decision-Making Model for Training Preservice Teachers in Diagnostic-Prescriptive Teaching	27 pp.

The material is designed to be used sequentially and in its entirety.

Also included with the product are:

One cassette tape - "Decision Making" (45 minutes on one side)
One filmstrip - "Decision Making"

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participant listens to the tape while viewing the filmstrip, reads the case study and the article in the response booklet, and completes the homework assignments. Participant may use the decision-making model to work on the problems of a child in his or her classroom.

If product is being used in a course, participant will need an instructor, a classroom, and other students.

A cassette tape recorder, a filmstrip projector and screen are required.

3.2 Help given in use of product:

A 72-page Instructor's Manual is provided with the product (see 2.0 for content). The manual is a complete guide for the instructor/trainer of this module and it contains all information relating to course implementation.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The participant answers the problems presented by the case study. These answers provide the assessment. This is primarily a posttest, but could be used as a continuous evaluation process during use of the module. The instructor will evaluate the responses.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The time spent on the module is at the discretion of the instructor; if expanded the material could take a semester of work; otherwise, it probably will cover about two weeks.

A classroom, cassette tape recorder, filmstrip projector and screen are required.

If the course is used by a group, an instructor will facilitate its implementation.

5.2 Distributor name/address:

CITH - Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47401

(812) 337-5847

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TIPS FOR TEACHERS-A DECISION-MAKING MODEL FOR TEACHING THE HANDICAPPED one soft cover instructor's manual, includes:	$30 for set (components not sold separately except for Response Book)		1/participant	
*4 Response Books (same title)	$4.00*	-	*	Yes
1 cassette tape - "Decision Making"		-	1	Yes
1 filmstrip - "Decision Making"		-	1	Yes

* 4 Response Books are included with the product; books for additional participants may be ordered separately at a rate of $4.00 each.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

A team of special educators, instructional developers, media-production specialists and evaluators developed this product. Individuals involved in the development were:

-Project Director - Melvyn I. Semmel and
-Principal Investigator - Sivasailam Thiagarajan.
These two persons have been with the teaching staff at CITH - Center for Innovation in Teaching the Handicapped, School of Education, University of Indiana at Bloomington.

6.2 How developed and when:

The developer notes that:

"The content for each module was chosen from a list of topics identified through an informal needs analysis conducted among teacher trainers." This topic was "analyzed cooperatively by the special educator and the instructional developer." Criterion-based test items were constructed, script was prepared and converted into an audiovisual presentation. The module was "repeatedly modified on the basis of expert appraisal and trainee feedback."

6.3 Evidence of effectiveness with users:

The product was field tested with inservice teachers (elementary) in Martinsville, Indiana, and with preservice teachers in ten teacher-training institutions across the country.

Feedback on the effectiveness of the product from users has generally been good although there have been some problems in the area of content mastery.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The need addressed in this product is for more effective teaching of the handicapped. The product is appropriate in meeting this need, although in this module the term handicapped refers to neurologically or perceptually handicapped children only.

The product is adaptable for resource teachers, special education teachers, and classroom teachers.

The product is well-organized and clearly written, although the article beginning on page 66 of the Response Booklet is somewhat jargon-ridden. Technically, the product is good, although the position of the charts in the Response Book makes them somewhat difficult to use. The tape is clear and well-presented; the filmstrip is easy to follow.

Content accuracy/social fairness/community acceptance issues:

The content appears to be accurate.

There is no ethnic nor sex bias evident.

The content does not appear to be controversial.

Overall summary/comment:

The main strengths of the product are: good organization; ease of use; well thought out material which is both practical and clearly presented. The technical quality is good, and the tape/filmstrip presentation holds the interest of the viewer. The article in the Response Book seems somewhat redundant, but generally, there is a good match between content and objectives.

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